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ABSTRACT

Although basically for public and non-public school teachers, the District of Columbia Teacher Center Program target population also includes paraprofessionals, students, parents, and other members of the community. The objectives of the center are: (1) to plan, develop, disseminate, implement and evaluate inservice training, graduate courses, and workshops for teachers and interested parties; (2) to provide an educational resource center and support services for teachers, students, and other interested individuals; and (3) to record reports from teachers on the implementation of skills and ideas learned from graduate courses and staff development activities, and obtain their opinions on personal and professional growth and improvement of classroom behavior. A report is given of the current status and observed responses for each of these objectives. Descriptions of activities and statistics on participation by the target population are included in the appendixes. (JD)

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

THE TEACHER CENTER

FINAL REPORT

1983-1984

Prepared by
Division of Quality Assurance

1983-1984

THE TEACHER CENTER

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SUMMARY AND FINDINGS

Title

The Teacher Center

Project Director

Dr. Jimmie D. Jackson

Location

Goding Elementary School

Target Population

Public and non-public school teachers, paraprofessionals, students, parents and other members of the District of Columbia community.

Background

The original proposal for the Teacher Center was submitted in 1971 with the present model established in 1977, originally with a fulltime staff of nine. Funding was from federal grants and the local teachers' union. During the 1982-83 year, the Teacher Center became one of the ECIA Chapter 2 projects.

Description of the Project

The Teacher Center provides an environment where teachers may come to work on materials or projects for their classrooms. They may also take courses for recertification credit, college credit and enrichment. They may take graduate courses leading to a master's degree in the area of supervision and human relations to prepare for administrative and supervisory positions in public and private schools. The Teacher Center also serves paraprofessionals, students, parents and other community members. Students have two opportunities to receive help: through courses and through the Dial-a-Teacher program. There is a policy board that meets once every two months. At least 51% of the policy board members must be full-time teachers. Others represent the Board of Education, central and regional offices, universities and the Washington Teachers' Union. The policy board's responsibility includes reviewing proposed projects for the Center and the approval of personnel changes.

Stated Objectives

OBJECTIVE A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

OBJECTIVE B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

OBJECTIVE C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Planning, developing disseminating offering of courses through the Teacher Center during the 1983-84 school year led to participation by 3,540 persons as follows: teachers - 1800; students - 600; paraprofessionals - 515; community - 625.

2. Samples of offerings were as follows:

   Teachers - Computer Awareness;
   Students - Black History
   Paraprofessionals - Business Education
   Community - Drug Abuse

3. On 705 course evaluation questionnaires (a 20% sampling), the mean rating on a 1-5 scale with 5 being highest, was 4.75 for teachers, 4.63 for paraprofessionals and 4.62 for parents indicating that participants liked the way the courses were presented and considered them to be of value.

4. Questionnaires completed by 93 teachers who had indicated a need for center facilities and support services, showed total monthly usage as follows: xeroxing - 139; duplicating - 78; conferencing - 69; meetings - 34; library - 15; and materials - 40.

5. The 93 teachers also rated the facilities and services on a scale of 1-5 (5 high) with mean ratings as follows: xeroxing - 4.45; duplicating - 4.53, conferencing 4.60; meetings - 4.50, library - 4.19; materials 4.50.

6. Records on use of the Dial-a-Teacher program of a sample of 54 calls showed that all regions were represented including grades from 1 to 11 with the greatest demand at grade 6. Most of the callers were students (74%). Calls were rather evenly spread out between 4:00 and 7:00 pm, with the greatest numbers between 4:45 and 5:00, and between 6:30 and 6:45.

7. Dial-a-Teacher content area requests for help were mainly in mathematics (71.4% of the calls), but all 16 areas were checked as having received requests and for help. Examples were reciprocal division of fractions, information on volcanoes and how to index.

8. Of the sampling of 71 respondents, 74% stated that they used the skills, ideas or knowledge acquired from Teacher Center courses.

9. Teachers reported a high level of satisfaction with the courses - a mean of 4.67 on a scale of 1-5 (5 being highest).

10. With 94.1% of the teachers reporting attainment of credit 36.5% were for graduate credit and 56.5% for recertification.

11. The 71 teachers responding to the questionnaire felt that participation in the courses improved their skill or knowledge in 20 selected classroom behaviors mean of 4.35 on a 5 high scale). Means for all 20 categories were higher than 4 with the top being morale as a teacher (4.67) and next, motivation to work with students (4.57).

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the TEACHER CENTER PROGRAM was to offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students.

Need - In order to improve the quality of teaching and learning and to promote the excellence prescribed by the Superintendent and the School Board in the Comprehensive Education Plan for the District of Columbia Public Schools (DCPS) it was necessary to provide teachers and others involved in the educative process with opportunities for self-improvement. Upgrading teacher competencies would reflect on student learning. There was a continued need for a setting in which teachers would feel comfortable and, at the same time could improve their skills.

History - A proposal for a Teacher Center in the DCPS was submitted in 1971 with the present model established in 1977. The Center originally had a full-time staff of nine, but because of budgetary cuts, that was decreased to three with the deficit made up by volunteers and part-time (WAE) teachers. Funding was from federal grants and the local teachers' union. During the 1982-83 year, the Teacher Center became one of the ECIA Chapter 2 programs. In that year a total enrollment in formal Teacher Center presentations by teachers, students, paraprofessionals, and community member was 8,546 with the majority of the participants being teachers. In addition, teachers used the center on a drop-in basis to work on materials and projects in their classrooms. Students received extra help through the tutorial program in Mathematics and Reading and through the Dial-a-Teacher program.

Description of Project

Target Population - Although basically for teachers, the target population includes, in addition to public and non-public school teachers, paraprofessionals, students, parents and other members of the District of Columbia community.

Staffing - The staff includes the Teacher Director, the Teacher Staff Assistant, and 12 WAE part-time Resource Teachers. There are many volunteers who teach classes, cover the Dial-a-Teacher telephones, provide clerical assistance and perform other duties as needed.

Activities - The Teacher Center is open from 7:00 a.m. to 7:15 p.m. Mondays through Fridays and from 8:30 a.m. to 1:00 p.m. two Saturdays a month. It has nine classrooms, a library, an office and access to an auditorium. The Teacher Center seeks to provide an environment where teachers may come to work on materials or projects for their classrooms. They may also take courses for recertification credit, college credit and enrichment. They may

take graduate courses leading to a master's degree in the area of supervision and human relations to prepare for administrative and supervisory positions in public and private schools. The Teacher Center also serves paraprofessionals, students, parents and other community members. Pre-service courses are provided to area universities and colleges for their students enrolled in teacher education. Paraprofessionals and community members do not take courses for credit, but are welcome in some of the same courses as teachers as well as those specifically designed for them. Students have two opportunities to receive help: through courses, and through the Dial-a-Teacher program. Information about all programs is disseminated by word of mouth, flyers, monthly calendars listing courses, and especially for teachers, through the building representative in the schools who acts as a liaison person. Courses are taught by persons who are qualified through their own training. Many are D.C. Public School teachers, but others are college professors from the universities in the area. There is a policy board that meets once every two months. At least 51% of the policy board members must be full-time teachers. Others represent the Board of Education central and regional offices, universities and the Washington Teachers' Union. The policy board's responsibility includes reviewing proposed projects for the Center and the approval of personnel changes.

Stated Objectives

A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

EVALUATION RESULTS - NARRATIVE

Results of the evaluation are summarized in this section. Following the narrative summaries are the inputs, processes and outcomes on which these summaries are based. Supporting data are in the appendix.

Objective A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

There was agreement between all intended and observed inputs. Personnel inputs included the Teacher Center Policy Board, the Teacher-director, the teacher staff assistant, twelve part time resource teachers, building representatives, clerical assistance (provided by all members of the Teacher Center staff), persons attending Teacher Center Classes (teachers, paraprofessionals, students, parents and other community members) and faculty members from area universities. Object inputs included informational material, needs assessments, adequate center materials and supplies, forms and records. Space inputs included adequate space and facilities at the Teacher Center at school sites and other local community centers.

The processes also showed agreement between all intended and observed items except one. Based on formal and informal needs assessments, course offerings and other activities were planned for teachers, students, paraprofessionals parents and other community members. Curricula were written, dissemination activities took place (awareness sessions, distribution of flyers, courses were taught records kept and questionnaires completed. The one discrepancy occurred because no evidence was submitted to indicate students had completed evaluation questionnaires.

Four of the five outcomes showed agreement between intended and observed items, the fifth showing partial agreement:

1. The evaluators examined materials and interviewed personnel to verify that the planning of course offerings took place.

2. The evaluators examined summary sheets of courses written by staff and resource personnel and sent to the Board of Examiners for teacher inservice credit (example, Strategies for Reading). Descriptive sheets on offerings developed for students, paraprofessionals and community members were examined. Examples were Black History, Business Education and Drug Abuse.

3. Calendars and other dissemination materials were examined at the Teacher Center and observed in various schools around the District.

4. Attendance data submitted showed the following numbers of participants: teachers - 1800; students - 600; paraprofessionals - 515 and community - 625, total - 3540.

5. The results of the analyses of the questionnaires concerning the value of the courses to the participants showed a mean of higher than 4 on a scale of 1-5 (lowest to highest) for 445 teachers and 247 paraprofessionals. Insufficient data were available to evaluate students and community members.

Evaluation unit findings show that the Teacher Center did plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and other interested parties and thus, Objective A was met.

Objective B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

Inputs for Objective B, in addition to those previously described for Objective A, included a system for recording Teacher Center use, the Dial-a-Teacher program with its telephones and records, an evaluation questionnaire on use of the Teacher Center Facilities and space at the Teacher Center for library, curriculum development activities, meetings and duplicating. All intended and observed inputs were shown to be in agreement.

The processes for Objective B also had the status of agreement between intended and observed items. Materials for school projects were available, facilities were open at designated times, records were kept, and students and parents made use of the Dial-a-Teacher program.

All outcomes also showed complete agreement. An analysis of 93 teacher questionnaires requesting per month usage showed that 54 persons used the xerox 139 times; 37 used duplicating facilities 79 times; 35 used conferencing facilities 69 times; 18 attended 37 meetings; 11 used the library 15 times; and 17 used available materials 40 times. In addition to amount of use, respondents were asked to rate their satisfaction of their use of those areas on a scale of 1-5 (1 = poor, 5 = excellent). The overall mean was 4.48 with all means over 4.

The other outcome was concerned with the provision of instructional and educational information through the Dial-a-Teacher program. Records submitted representing a sample of 54 calls showed that all regions were represented from grade levels 1 to 11 with the greatest number of requests at grade 6. Concerning content areas, 71.4% of the calls requested help in mathematics. Calls ranged from 1 to 50 minutes with a mean duration of 8.7 minutes. Sample requests for help were on the topics of reciprocal division of fractions, information on volcanoes and how to index.

The status was agreement with all of the outcomes - Objective B was met.

Objective C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

All observed and intended inputs for Objective C were in agreement. These included teachers who had participated in center activities during the 1982-83 and 1983-84 school years, samples of completed surveys from previous years to use in developing a new one and lists of graduate course/staff development activities for the two years.

All processes were also in agreement. Samples of completed questionnaires from previous years provided the content for development of the questionnaire which was reviewed by the project teacher-director to verify that it assessed teacher use of skills and ideas derived from participation in course offerings, teacher perception of personal and professional growth, improvements in classroom behavior and in the overall quality of instruction. The completed evaluation questionnaires were submitted to the evaluators.

The status of all outcomes was that of agreement between observed and intended items. The first outcome was concerned with use of skills and ideas derived from Teacher Center training. Of the 71 teachers in the sample, 74% stated that they used what they had learned. The second outcome had as its intended criterion, a mean of 4 on a 5 point scale (5 being high level) of satisfaction with oneself and one's profession. The overall mean was 4.67. The third outcome intended that teachers show evidence of professional growth by at least 90% of them reporting attainment of college or recertification credit. Reporting indicated that 94.1% stated they had earned credit. The fourth intended outcome was that respondents would report a high level of improvement in selected classroom behaviors and in the overall quality of teaching as evidenced by a mean score of 4 on a 5 point scale. Twenty areas were included in the rating (examples-morale as a teacher, motivation to work with students, classroom management) and all mean scores were higher than 4. The overall mean was 4.35.

Thus, with all observed outcomes in agreement the intended ones, Objective C has been met.

Conclusion

The goal of the Teacher Center was to offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students. Evaluation of Objective A showed that the Teacher Center did plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and others. Results of Objective B showed that the Teacher Center provided facilities and support services for teachers and a Dial-a-Teacher program for students. Results of Objective C showed that teachers using the center reported that they implemented the skills and ideas learned from the

courses, they were well satisfied with their personal and professional growth and they could attribute improvement in classroom behavior to ideas, skills and knowledge acquired through the Center. There were no discrepancies found between any of the intended and observed items, and all objectives were met. No evaluation or program changes are recommended. The evaluation showed that the Teacher Center is doing an excellent job of reaching its stated goal.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students

Objective A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Teacher Center Policy Board	Agreement	a. Members of the Teacher Center Policy Board were identified in a list in a Teacher Center Newsletter.
b. Teacher-director	Agreement	b. Members of the Evaluation Unit met with the teacher-director of the Teacher Center who was the Project Coordinator.
c. Teacher staff assistant	Agreement	c. Members of the Evaluation Unit met the Teacher Staff Assistant.
d. Twelve resource teachers (WAE part time)	Agreement	d. The teacher-director verified that there were twelve part-time resource teachers, some of whom were observed.
e. Building representatives	Agreement	e. The 188 union representatives served as coordinators between the buildings and the Teacher Center as verified in a sample of schools.
f. Clerical assistance	Agreement	f. Members of the Evaluation Unit met Teacher Center staff who provided clerical assistance.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
g. District of Columbia public and non-public school teachers	Agreement	g. Teachers who attended Teacher Center classes were from the District of Columbia public and non-public schools as indicated by class rosters.
h. D.C. Public School paraprofessionals	Agreement	h. The teacher-director defined paraprofessionals in the D.C. Public School as all employees who are not ET-15 or higher.
i. Students (Elementary, Junior High, Senior High, College and Dropouts)	Agreement	i. Students from all public and non-public schools in the District of Columbia served as the target population.
j. Parents and other community members	Agreement	j. The teacher-director verified that parents and other community members were interested in, and have attended courses sponsored by the Teacher Center. People living in the District of Columbia were eligible to attend.
k. Faculty members from area universities	Agreement	k. Flyers on course offerings listed faculty members from area universities.
l. Flyers, brochures and other informational materials	Agreement	l. Flyers and informational materials on course offerings and center facilities were examined at the Teacher Center.
m. Needs assessments from teachers	Agreement	m. The Evaluation Team examined completed needs assessments from teachers at different levels, counselors, librarians and other school personnel.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
n. Adequate materials and supplies	Agreement	n. Materials and supplies were observed and the project director stated that they were adequate although they frequently were either donated or substitutes were found.
o. Course evaluation questionnaires for teachers, paraprofessionals, parents plus community members.	Agreement	o. Course evaluation questionnaires were examined.
p. Survey form for paraprofessional inservice needs.	Agreement	p. Survey forms for paraprofessionals were examined by the evaluators.
q. Attendance records	Agreement	q. Attendance records were examined at the Teacher Center.
r. Space and facilities at the Teacher Center for classes, curriculum activities, library research and planning.	Agreement	r. The Teacher Center location on the third floor of Goding Elementary School observed by the Evaluation Team, had several classrooms, a library and curriculum center, the Dial-a-Teacher room and an office. Facilities were very adequate.
s. Space at school sites for classes	Agreement	s. The teacher-director verified that space was available at school sites for holding classes. They were usually taught in a regular classroom.
t. Space for awareness sessions.	Agreement	t. Ample space was provided at the center and other local community centers for holding awareness sessions as verified by the teacher-director and observed by evaluators.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Teacher Center Policy Board will meet at least once every two months and will review proposed projects for the Teacher Center.	Agreement	1.1 Policy Board meetings were held every third Tuesday of the month, at 3:45 PM as listed in the Teacher Center monthly calendars and verified by the Teacher-Director.
1.2 Based on needs assessments from teachers, and with approval of the Policy Board, the teacher-director will plan course offerings and other activities for teachers.	Agreement	1.2 The teacher-director explained how stated needs are met through courses, workshops and seminars. For example, there were requests by teachers for science courses. A course was developed called "Introductory Science for Teachers."
1.3 Based on letters, telephone requests and personal contact concerning areas of need, teacher-director and staff will plan instructional seminars for students.	Agreement	1.3 The teacher-director had records of telephone requests and other memoranda concerning areas of need for students.
1.4 Based on surveys and personal requests, the Teacher Director will plan course offerings for para-professionals.	Agreement	1.4 The evaluation team examined needs assessments and questionnaires containing a request section for present enrollees.
1.5 Based on letters, telephone requests and personal contact, teacher-director and staff will plan course offerings and other activities for parents and other community members.	Agreement	1.5 The teacher-director verified that based on telephone requests and personal contact, the Teacher Center personnel have planned course offerings to meet the needs and wishes of parents and community members.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1 The Teacher Center staff will develop and write curriculum for inservice courses, student seminars and courses of interest to the community.	Agreement	2.1 The evaluators interviewed staff personnel who had written courses and examined their summary sheets. Included were courses for teachers, students, paraprofessionals and community members.
3.1 The teacher-director will arrange for the presentation of awareness sessions for possible course offerings to teachers.	Agreement	3.1 The teacher-director gave as an example the Black History Awareness session which led to the course called, "Afro-American Inventors and Scientists."
3.2 The Teacher Staff Assistant and other staff members will prepare and disseminate flyers and other informational materials about course offerings and seminars for teachers, students, paraprofessionals, and community members.	Agreement	3.2 The teacher-director had on file many samples of flyers, bulletins, newsletters and other informational materials on course offerings and seminars for teachers, students, paraprofessionals and community members. The Teacher-Director reported that these are disseminated to schools, churches and other organizations.
3.3 Building representatives will serve as contact people between schools and the Teacher Center and will disseminate materials received at their buildings.	Agreement	3.3 The teacher-director stated that she mailed the list of courses and other information to the building representatives who disseminate it in the building. Evaluators verified this in a sample of schools.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
4.1 The Resource Teachers and other Teacher Center staff will teach course offerings to teachers, students, paraprofessionals, and community members.	Agreement	4.1 The teacher-director reported that resource teachers and other Teacher Center staff teach courses to teachers, students, paraprofessionals and community members. The monthly calendars listed certain course offerings. Sign-in sheets verified that they took place.
4.2 University faculty and other approved D.C. Public School staff members will teach graduate degree courses.	Agreement	4.2 Examples of graduate level courses being taught through the Teacher Center were Creative Writing (Georgetown University), Curriculum Development (George Washington University), and Topics in Mathematics (University of the District of Columbia).
4.3 D.C. Public Schools' teachers, students, paraprofessionals, parents and community members will participate in course offerings.	Agreement	4.3 The evaluation team examined registration forms and sign-in sheets verifying participation by D.C. Public School teachers, students, paraprofessionals, parents and community members.
4.4 The Teacher Center staff will keep attendance records of teacher participation.	Agreement	4.4 The attendance was taken at each session and the sign-in sheets were retained as a record.
4.5 The teacher-director will arrange for the recording of inservice and graduate credit as earned by participants.	Agreement	4.5 Inservice grades of "S: (Satisfactory), "I" (Incomplete or "U" (Unsatisfactory) and graduate level grades of A, B or F were recorded on a D.C. Public Schools form with a copy for the teacher participant, as examined by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
4.6 The teacher-director will prepare and present certificates to non-degree paraprofessionals successfully completing courses.	Agreement	4.6 The teacher-director explained to the evaluators that there was no recertification requirement for paraprofessionals so she designed a special certificate for the classes taken. The majority of the certificates were given out in May and June at the conference designed for papaprofessionals.
5.1 Teachers, students, paraprofessionals, community members and parents will complete evaluation questionnaires.	Discrepancy	5.1 Completed evaluation questionnaires for teachers, paraprofessionals and a few parents were examined by the evaluation team.
5.2 The teacher-director will submit completed course evaluation questionnaires to the ECIA Chapter 2 Evaluation Unit.	Agreement	5.2 These data were collected at the end of the project year and were on file in the Evaluation Unit office.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1984, records submitted by the Director of the Teacher Center to the ECIA Chapter 2 Evaluation Unit will show that the planning of course offerings and seminars has been completed.	Agreement	1. The evaluators examined needs assessments, calendars, letters and memos, and interviewed Teacher Center personnel concerning their planning activities as evidence that planning of offerings took place.
2. By June 1984, records submitted to the ECIA Chapter 2 Evaluation Unit will show that the course development of all offerings has been completed.	Agreement	2. The evaluators examined summary sheets of courses written by staff and resource personnel and sent to the Board of Examiners for inservice credit for teachers. Among the courses were Computer Awareness, Test Taking Skills and Strategies for Reading. Descriptive sheets were examined by the evaluators of courses in which paraprofessionals could enroll. Some of the courses were in business education. Descriptive sheets were also observed by the evaluators for such student courses as Black History, the SAT, Test-Taking Skills and Environmental Studies. For the community, course offerings were in Drug Abuse, Stress and Creative Writing. Folders containing all such records were on file at the teacher center. See forms used by instructors, Appendix B.

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
3. By June 1984, records of awareness sessions and samples of dissemination materials submitted to the ECIA Chapter 2 Evaluation Unit will show that information about the offerings of the Teacher Center has been disseminated.	Agreement	3. The project coordinator provided the evaluators with monthly calendars of events and other dissemination materials. Announcements were observed at various schools around the District and at the Teacher Center (see samples, Appendix C.)
4. By June 1984, records of attendance submitted by the Teacher Center Director to the ECIA Chapter 2 evaluation Unit will show that at least 1500 teachers, 500 students, 400 paraprofessions and 500 community members have attended inservice training or seminars.	Agreement	4. Attendance records submitted to the Evaluation Unit showed the following participation: Teachers - 1800 Students - 600 Paraprofessionals - 515 Community - 625 Total 3540 For a summary of participation according to courses and categories, see Appendix D.
5. Analysis of the results of questionnaires submitted by the Teacher Center Director by June 1984 to the ECIA Chapter 2 Evaluation Unit will show that a random sample of teachers, students, paraprofessionals and community members considered the courses to be valuable as indicated by a mean score of four on a five-point scale.	Partial Agreement	5. The evaluation form most frequently used by all groups requested ratings from one to five (least to most) in the following areas: a. The manner in which the information was presented (dull to exciting); b. The clarity of the presentation (difficult to understand to very clear); c. The value of the presentation (practically useless to extremely useful); d. Interest in the topic, brought about, maintained or increased (not at all to very much); e. Objectives met (not at all to very much).

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
5. (continued)		5. (continued) Completed questionnaires were submitted for 445 teachers (a 25% sample), 247 paraprofessionals (a 41% sample), 13 community members (a 2% sample) and no students. For teachers, the mean for item C concerning the value of courses was 4.71 and the overall mean was 4.75, on a scale of 1-5 with 5 being high. (See Appendix E for all results.) For the paraprofessionals, the mean rating on both the value item and the total was 4.63. On the sample of 13 community members, the mean rating for item C was 4.54 and the overall mean was 4.62. However, the sample size for community members is too small to be considered valid.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students

Objective B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs a-d and f-j are the same as Objective A. Please see page 1.		
k. Recording system for Teacher Center Use.	Agreement	k. The teacher-director showed the evaluation team the record sheet on which users of the center register.
l. Dial-A-Teacher program	Agreement	l. The Dial-A-Teacher program continued to provide services for students and parents as reported in the center newspaper - Outreach.
m. Five telephones for the Dial-A-Teacher Project	Agreement	m. The telephones were observed by the evaluators.
n. Records of requests made through Dial-A-Teacher Project	Agreement	n. Records of requests made through Dial-A-Teacher project were examined by the Evaluation Team.
o. Evaluation questionnaire for teachers on use of the facilities	Agreement	o. Evaluation questionnaires on use of the facilities were prepared.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
p. Space and facilities at the Teacher Center for library, curriculum development activities, meetings and duplicating	Agreement	p. The Teacher Center location on the third floor of Goding Elementary School, had several classrooms observed by the Evaluation Team, a library and curriculum center, the Dial-A-Teacher room and an office. Facilities were very adequate.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Teacher Center will disseminate information about the available facilities.	Agreement	1.1 The dissemination of information about the available facilities was done through flyers, newsletters and other informational materials.
1.2 The Teacher Center will purchase and make available the necessary materials for duplication and for school projects.	Agreement	1.2 The teacher-director reported that materials purchased were made available for duplication and for school projects.
1.3 The staff of the Teacher Center will assure that the library, classrooms, meeting rooms and other facilities are opened at the designated times of the day.	Agreement	1.3 The classrooms, library, meeting rooms and other facilities were opened at the designated times of the day. This was verified by the teacher-director.
1.4 Teachers will fill out sign-in sheets indicating their use of the Teacher Center.	Agreement	1.4 Records on sign-in sheets indicated that teacher use of the center facilities was noted.
2.1 Students and other individuals will request information through the Dial-A-Teacher program.	Agreement	2.1 Records of Dial-A-Teacher requests examined by the evaluators indicate that students, parents and other community members requested information on offerings on the center.
2.2 The Resource Teachers will respond to requests made through the Dial-A-Teacher program.	Agreement	2.2 The project-director reported that the Resource Teachers responded to requests made through the Dial-A-Teacher program. Responses were documented on the request forms examined by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.3 The Resource Teachers will keep records of requests made through the Dial-A-Teacher program.	Agreement	2.3 Records of requests made through the Dial-A-Teacher programs were on file at the Teacher Center.

† Processes numbered to Correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1a. Records submitted to the ECIA Chapter 2 Evaluation Unit by the teacher-director will show that the majority of teachers who indicated need for Center facilities and support services will have used the facilities provided for meetings, duplicating materials, reading, research and working on projects for their classrooms or on personal projects.	Agreement	1a. Teachers who had indicated a need for center facilities and support services were asked to complete a questionnaire. (See Appendix F). A sample of 93 questionnaires were analyzed showing the following usage by 93 persons for one month: Number of Persons / Facility of Service / Total Usage by The Respondents 54 / Xeroxing / 139 37 / Duplicating / 78 35 / Conferencing / 63 18 / Meetings / 34 11 / Library / 15 17 / Materials / 40 3 / Other / 16 For a complete summary see Appendix F.
b. Analysis of teacher responses on a questionnaire submitted to the ECIA Chapter 2 Evaluation Unit by the teacher-director will show that a sample of teachers who have used the facilities will show a high level of satisfaction (four on a five-point scale) with the facilities.	Agreement	b. Reponses to the teacher questionnaire on satisfaction with teacher center facilities and services for a sample of 93, indicated a high level of satisfaction. The overall mean was 4.48 on a scale of 1-5 (1 = poor, 5 = excellent). Individual means were as follows: Xeroxing - 4.45 Duplicating - 4.53 Conferencing - 4.60

OBJECTIVE B

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
b. (continued)	Agreement	b. (continued) Meetings - 4.50 Library - 4. Materials - 4.50 Other - 4.48 For a complete summary see appendix F.
2. By June 1984, records submitted to the ECIA Chapter 2 Evaluation Unit will show that the Teacher Center provided instructional and educational information to students and other interested individuals through the Dial-A-Teacher program.	Agreement	2. Records were submitted representing a sample of 54 calls placed between 11/15/83 and 4/18/84. All regions and Career Development were represented including grade levels from one to eleven with the greatest number at grade six. Of 16 content areas represented, 71.4% of the calls requested help in mathematics. Seventy-four percent of the callers were children. The time the calls were placed were rather evenly spread out during the Dial-a-Teacher hours (4:00-7:00 PM) with the greatest numbers between 4:45 and 5:00 PM, and between 6:30 and 6:45. Calls ranged from 1 to 50 minutes with a mean duration of 8.7 minutes. Sample requests for help were on the topics of reciprocal division of fractions, information on volcanoes and how to index. For more complete information, see Appendix G.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students

Objective C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Teacher-Director	Agreement	a. Members of the Evaluation Unit met with the teacher-director of the Teacher Center who was the project coordinator.
b. Clerical assistant	Agreement	b. Members of the Evaluation Unit met Teacher Center staff who provided clerical assistance.
c. Teachers who participated in center activities in the 1982/83 and 1983/84 school years	Agreement	c. The Teacher-Director had on file a list of names of teachers who participated in center activities in the 1982/83 and 1983/84 school years.
d. Samples of completed surveys developed in the past years to assess use and effectiveness of the center	Agreement	d. Samples of completed surveys developed in the past years were provided to the evaluators.

OBJECTIVE C

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
e. Graduate course offerings (1982-83 and 1983-84)	Agreement	e. A list of the graduate course offerings for 1982/83 and 1983/84 school years was provided by the teacher-director to the evaluators.
f. Staff development activities (1982-83 and 1983-84)	Agreement	f. A list of staff development activities for 1982-83 and 1983-84 school years was provided by the teacher-director to the evaluators.

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
(Outcomes 1 - 4)		1-4
.1 The Teacher Center will provide the ECIA Chapter 2 Evaluation Unit with content for use in the development of a questionnaire.	Agreement	.1 Samples of completed questionnaires from past years provided the content for use in the development of a questionnaire.
.2 The teacher-director will review the questionnaire developed by the ECIA Chapter 2 Evaluation Unit to verify that it assesses teacher use of skills and ideas derived from participation in course offerings, teacher perception of personal and professional growth, improvements in classroom behavior and in the overall quality of instruction.	Agreement	.2 The teacher-director reviewed the teacher questionnaire developed by the ECIA Chapter 2 Evaluation Unit and confirmed that it met specifications. The questionnaire assesses teacher use of skills and ideas derived from participation in course offerings, teacher perception of personal and professional growth, improvements in classroom behavior and in the overall quality of instruction. (See Appendix F.)
.3 A sampling of teachers who participated in staff development activities and graduate courses during the 1982-83 and 1983-84 school years will complete the evaluation questionnaire and will submit the completed ones to the teacher-director who will forward them to the ECIA Chapter 2 Evaluation Unit.	Agreement	.3 The completed evaluation questionnaires are on file in the Evaluation Unit Office.

† Process numbered to correspond with outcomes

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Analysis of responses on a questionnaire will show that the majority of a sampling of teachers used or implemented the skills and ideas derived from their Teacher Center training.	Agreement	1. As may be seen in the table in Appendix H, 74% of the teachers of a sampling of 71, stated that they used the skills, ideas or knowledge acquired from Teacher Center courses.
2. Analysis of responses on a questionnaire will show personal growth of project teachers as evidenced by a high level of satisfaction (four on a five-point scale) with oneself and one's profession.	Agreement	2. The overall mean on a section of the questionnaire on level of satisfaction was 4.67 on a scale of 1 to 5 with 5 representing a high degree. Means of all areas were above 4 as follows: Personal growth - 4.71 Professional growth - 4.71 Myself as a Teacher - 4.65 The teaching/learning process in my class(es) - 4.60 For more information, see Appendix H.
3. Analysis of responses on a questionnaire will show professional growth of project teachers as evidenced by the attainment of college or recertification credit by 90% of the participants.	Agreement	3. With 94.1% of the teachers reporting attainment of credit, 36.5% were for graduate credit and 56.5% for recertification. The number of credits earned ranged from 1 to 20 + with 57.7% in the 1-3 credits range and 28.2% in the 4-6 range. Three of the 71 teachers reported that they were working toward a degree while 2 checked that they had earned a Master's degree since participating in the Teacher Center activities. (See Appendix H for breakdown of data.)

OBJECTIVE C

PART III (continued)

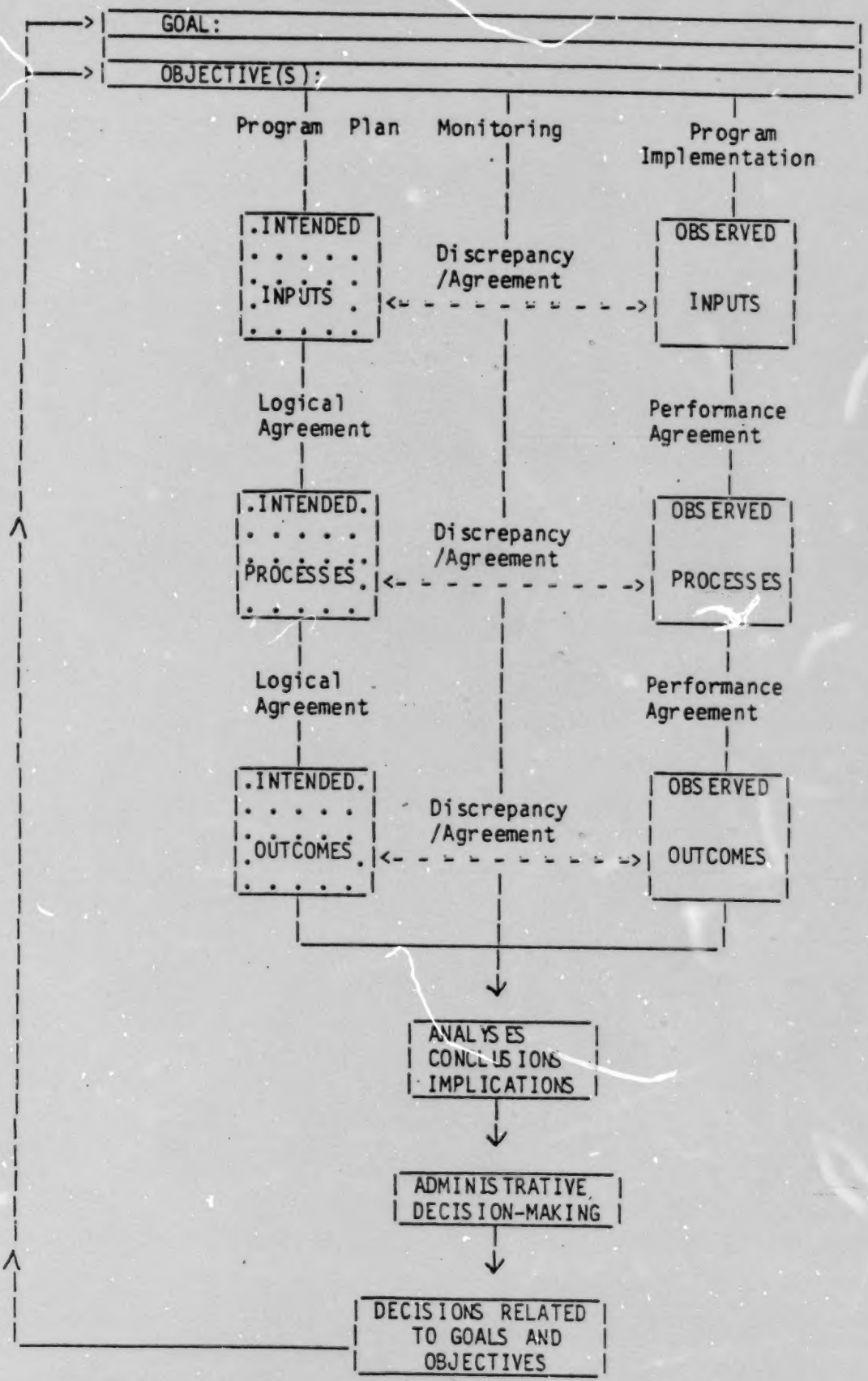
OUTCOMES

INTENDED	STATUS	OBSERVED
4. Analysis of questionnaire responses of a sampling of project teachers who indicated use of the ideas, skills and knowledge acquired from the training will show a high level of improvement in selected classroom behaviors and in the overall quality of teaching as evidenced by an average score of four on a five-point scale.	Agreement	4. The 71 teachers responding to the questionnaire felt that participation in staff development activities and graduate courses improved their skill or knowledge in selected classroom behaviors and quality of teaching as indicated by an overall mean of 4.35 on a 5 point scale with 5 representing a high degree. Twenty areas were included in the rating and all means were above 4. The highest was 4.67 for morale as a teacher and next was 4.57 for motivation to work with students. For a complete listing with rating, see Appendix H.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

FORMS USED BY INSTRUCTORS FOR
PROGRAM APPROVAL

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PLANS FOR IN-SERVICE PROGRAM ACTIVITIES

COURSE TITLE:

STATEMENT OF SPECIFIC OBJECTIVES (See Standard I):

TENTATIVE SCHEDULE OF EVENTS:

DESCRIPTION OF COURSE:

MATERIALS AND FACILITIES TO BE UTILIZED (See Standard V):

TYPES OF EXPERIENCES TO BE PROVIDED FOR PARTICIPANTS:

EVALUATION DESIGN (See Standard III):

Submit with Application for In-Service Program Approval

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

IN-SERVICE CERTIFICATION TRAINING PROGRAM

Course Resubmitted for Approval

COURSE TITLE: _____

DATES: _____ CREDITS: _____

SITE: _____

INSTRUCTOR: _____ TELEPHONE: _____

Vitae Attached |___|

Vitae on File |___|

INSTRUCTOR: _____ TELEPHONE: _____

Vitae Attached |___|

Vitae on File |___|

COORDINATOR: _____ TELEPHONE: _____

COORDINATOR: _____ TELEPHONE: _____

DATE COURSE WAS LAST OFFERED: _____

SUBMITTED BY _____

DATE _____

District of Co[illegible]a Public Schools
APPLICATION FOR IN-SERVICE RECERTIFICATION TRAINING PROGRAM

1. Title of Course _____ Credit Hrs._____
(Attach description of course plans)

2. Date Class Begins _____ Date Class Ends_____ Site for Instruction_____

3. Number of Class Sessions_____ Number of Clock Hours per Session_____

4. Number of Participants:
Teachers ___ Administrators___ Others___ Total_____

5. Funding Source, if applicable, (Attach a Budget Justification)-_____

6. Proposed Staff:

Coordinator_____
(name) (position) (office phone)

Instructor_____
(name) (position) (office phone)

Consultant_____
(name) (position) (office phone)

7. Submitting office:

Title_____
(address & phone)

Name of Representative_____
(office phone)

(Applicants Do Not Write In This Space)

Recommended:

_____
Director of Staff Development or T&I Supervising Director Date

_____
Associate Superintendent Date

Approved:

_____
Chief Examiner Date

PLEASE OBSERVE DEADLINE DATES FOR SUBMITTING THIS APPLICATION

APPENDIX C

SAMPLES OF DISSEMINATION MATERIALS (CALENDARS, HANDOUTS) DESCRIBING TEACHER CENTER OFFERINGS

SEPTEMBER 1983

TEACHER CENTER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		WELCOME [redacted] HAVE A GOOD SCHOOL YEAR [redacted]	Stress Wrkshp. Stanton ES 9:00-12:00noon (Mrs. Jackson)	2 SUPERINTENDENT'S Meeting/Carter Baron/10:00am/ For School Personnel	3
			Proposal Writing 1:15-3:30/Langley Staff/Place-DCTC		
4	5 LABOR DAY	6 FIRST DAY for School Students (Full Day)	7 Registration for George Washington Courses/4:00-4:45 4:45-5:30pm Place-DC Teacher Center	8 Afro-American Inventors & Scientists Calligraphy for Classroom Teachers 4:00-5:30pm Resource Personnel Meeting	9	10
11	12 /CLASSES BEGIN/ Sewing Techniques for Men & Women 20th Century Spanish American Literature for Classroom Teachers/Place-DCTC	13 ED397-Internship: Administration Introduction to Computer Literacy/ Place-DCTC Introduction to Computer Programming Mr Henderson/4:00-7pm	14 Physical Fitness for Classroom Teachers/Place-DCTC	15 Business Communication Skills ED207-Instructional Materials, Media & Resources/Place-DCTC	16 Parent-Educator Unity Day	17
18 orld Peace Day	19 Perceptual Behavior & Educational Processes 4:00-7:00p.m./Place DCTC	20 Mini-Seminars for Teachers of Mathematics	21	22	23	24 Mini-Seminars for Teachers of Mathematics/ Place-DCTC 9:00-12:00noon/ Place-DCTC
25	26 WTU Membership Meeting - 4:15p.m.	27 Mini-Seminars for Teachers of Mathematics	28	29	30	

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and F Streets, N.E.
Washington, D.C. 20002

Introduction to Computer Programming
Mrs. Easterling, 9/19/83 - 12/21/83
4:00-7:00p.m./Place - DCTC

Meeting: (Education Specialist Program)
Place - DCTC/4:00-5:30pm/9-7-83

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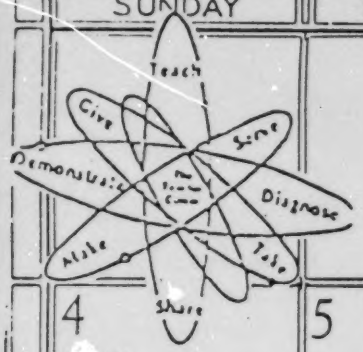
D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and F Streets, N.E.
Washington, D.C. 20002

MARCH
1984

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Course: Teaching Algebra in the Content Areas 3/1 & 13 4:00-7:00p.m.	2 NEW MOON	3 Foreign Language Mini-Conference 8:30a.m.-12:00 Course: Sociology of Urban Youth, 8:30-100 Also 3/17
4	5	6	7 ASH WEDNESDAY	8 TEACHER CENTER CONFERENCE Gatlinburg, Tennessee Southeast Cluster 3/7, 8, 9, and 10	9	10 FIRST QUARTER
11	12	13 Course: Using Educational Research for Effective Classroom Practice 3/13 - 4/17 4-7, (MTWTh)	14	15	16	17 Foreign Language Declamation, 8:30-3:00 Course: Sociology of Urban Youth 8:30-1:00 Also 3/31
18	19	20 Course: Teaching Algebra in the Content Areas 4:00-7:00p.m.	21 Stress Management Workshop Thomas ES Jimmie Jackson 3:30 - 4:30p.m.	22 Course: Teaching Algebra in the Content Areas 4:00-7:00p.m.	23	24 LAST QUARTER
25	26 WTU Membership Meeting Brown JHS 4:15p.m.-	27 Course: Teaching Algebra in the Content Areas 4:00-7:00p.m.	28 Course: Teaching Algebra in the Content Areas 4:00-7:00p.m.	29	30 NAFEO CONFERENCE Washington Hilton Hotel 3/29, 30, 31	31

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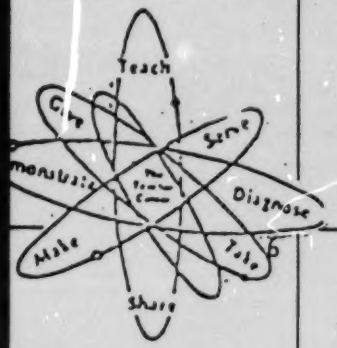
MAY
1984

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Teaching Basic Algebra through Content Area 4;00 - 7;00p.m. Jimmie Jackson	2	3	4	5 ENGLISH CONFERENCE 8:00a.m.-4:00p.m. Phase I Typewriting 9:00a.m.-1:00p.m.
6	7	8 Same as May 1	9 Stress Prevention Nalle ES 3:15 - 4:30p.m. Jimmie Jackson	10	11	12 Phase I Typewriting 9;00a.m.- 1:00p.m.
13	14	15 Same as May 1 & 8	16 Scheduled School Board Meeting	17	18 National Finals GWU MATH Counts Also 5/19	19 Food Services Award Program Marriott Hotel Jimmie Jackson Phase I Typewriting 9:00a.m. - 1:00p.m.
20	21 Baltimore City Schools Harlem Park JHS Jimmie Jackson	22 D.C. Council on Staff Development 11:30a.m. Jimmie Jackson	23	24 DCCTM Annual Meeting	25 Parent Workshop Thomas ES 10:00a.m.-12:00 Jimmie Jackson	26 Phase I Typewriting 9:00a.m. - 1:00p.m.
27	28 WTU Membership Meeting Browne JHS 4:15p.m.	29	30	31 PARAPROFESSIONALS CONFERENCE Skyline Inn 8-4:30 5/31-6/1		

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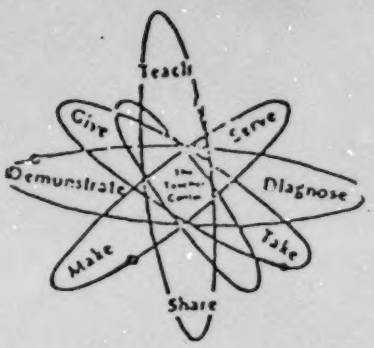
CARIBBEAN CRUISE
JULY 21-28, 1984
Curacao, Caracas (La Guarira), 51



Using Educational Research for Effective Classroom Practice for Teachers

This course is designed to familiarize teachers and other school personnel with the latest concepts, research practices, and to demonstrate research-based strategies for effective classroom management. Attention will be given to evaluation, personalization and adaptation of findings from educational research studies for classroom use.

DATES: MARCH 13 THROUGH APRIL 17 (TTWTH)

TIME: 4:00 - 7:00P.M.

CALL THE TEACHER CENTER TO REGISTER, 727-5362, 63 OR 64

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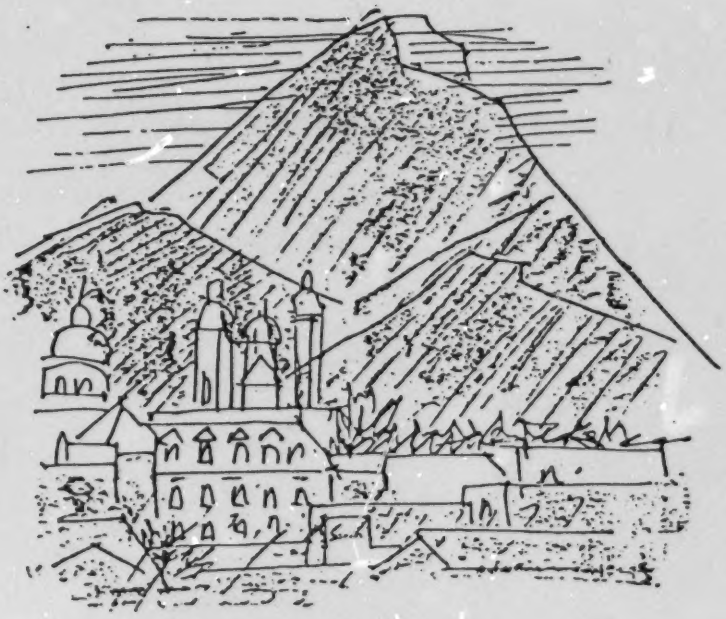
Seminar of 20th Century Spanish-American Literature



3 Graduate/Recertification Credits

WHY: To acquaint participants with the main streams in Spanish-American literature.
To discuss literary, psychological and philosophical problems suggested by Spanish authors.

WHEN: Wednesdays, 1/13 - 4/27 from 4:00 to 7:00p.m.

WHERE:

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and F Streets, N.E.
Washington, D.C. 20002

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Attend the

Mini-Seminar for Teachers of Mathematics

Sponsored by the
D. C. Teacher Center
and
Mathematics Department

November 14 through December 8, 1983

4:00-7:00p.m.

MINI-SEMINAR SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
November	14 Orientation Needs Survey Planning	15 Classroom Management	16 Implementation	17 Motivation
	21 Evaluation	22 Math Content	23 Implementation	24 Thanksgiving
	28 Classroom Management	29 Math Content	30 Implementation	31 Motivation
December	5 Evaluation	6 Motivation	7 Classroom Management	8 Math Content

LEARN through peer counseling, interaction, planning, implementation, motivation how to eliminate MATH AnXIety.

EARN: 3 Recertification Credits
3 Graduate Credits through Trinity College

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Call to register by Monday, November 7, 1983.

Registration Fee: $20.00
Graduate Credit: $155.00

Physical Fitness for Classroom Teachers

Do not let the title mislead you, all teachers are encouraged to participate. Call the Teacher Center, now to sign up.

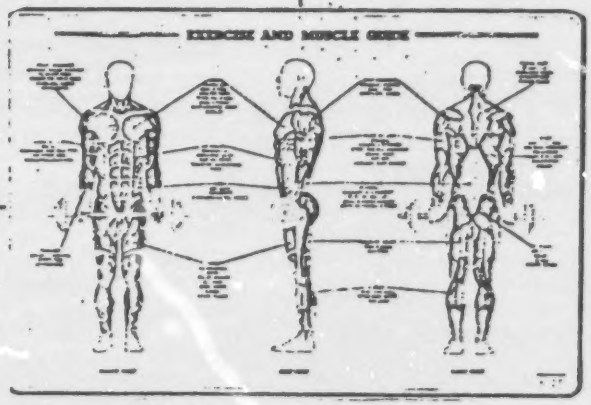
WHY: To receive 3 recertification credits.
In order to take the advantage of the strength and fitness equipment that is available in school buildings that is not being used in classes.
To learn to utilize some of the printed materials on strength development and physical fitness while incorporating the program into the classroom curriculum.

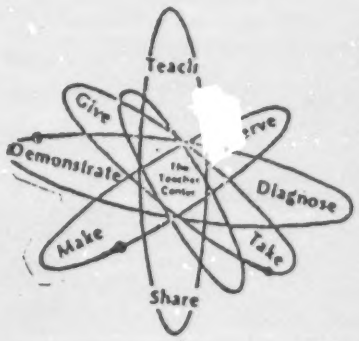
WHEN: September 21, 1983 - December 22, 1983

WHERE: D. C. TEACHER CENTER
10th and F Streets, NE

TIME: 4:00 - 7:00p.m.

INSTRUCTOR: Edwin Jones





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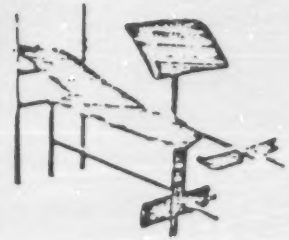
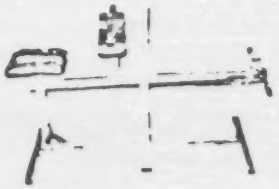
GYM EQUIPMENT


Multipurpose Bench
(8 in 1)

Bicep/Tricep Bomber
(The Ultimate)

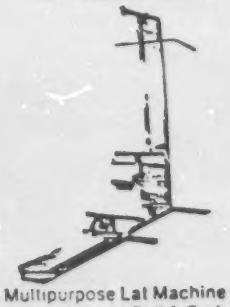
Leg Extension/Flexion Machine

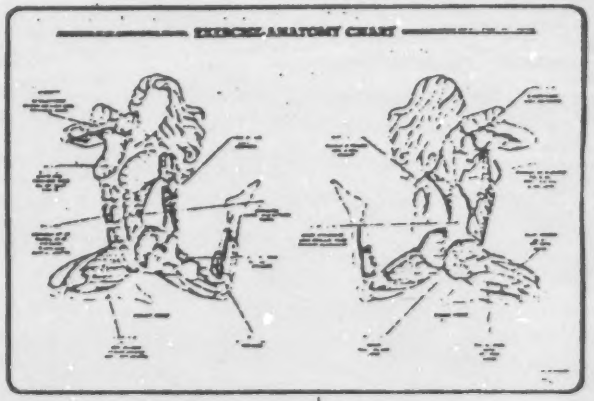
Preacher Bench
(Scott Curl)


Seated Calf

Olympic Bench

Incline with


Multipurpose Lat Machine
w/Lower Long Pull & Curl



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English
foreign language
consumer education
mathematics

Teachers

Science
social studies
home economics
language arts

CAN'T GET YOUR STUDENTS TO WRITE ?

BOGGED DOWN WITH PAPERS TO CORRECT ? ?

UNCERTAIN ABOUT HOW WRITING FITS INTO OTHER AREAS ? ? ?

LIBERATE YOURSELF -- AND YOUR STUDENTS ! TRY:

Communicative Competence in Writing

LIBERATE YOURSELF -- AND YOUR STUDENTS ! Why not try Communicative Competence in Writing, a course that works! It shows how to develop good writing by motivating students to want to write. You will learn how to help your students THINK, SPEAK, READ, and WRITE more effectively. Writing and reading are demonstrated to be functional processes, rather than fixed products, and you will learn how to use writing as functional communication (to real audiences, about important topics) in all subject areas. English teachers are very welcome, but this course is for EVERYONE, from K through 9.

Offered by Georgetown University

Where?	Teacher Center, Goding Elementary School, 10th and F Sts. N.E. [Working parents with children are welcome here]
Dates?	Fall Course: October 19 - December 20, 1983 (Spring Course: February - April, 1984)
Time?	Tuesdays, 4 to 6 p.m.
Credits?	2 Recertification credits (30 hours class plus practicum) Graduate credit through Metro Council
Cost?	FREE as a recertification course.

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What Teachers say about this course:

"I have gained more confidence in myself in writing...We are given hands-on experience in actually doing what the students will be doing, which is great !"
--a 5th grade teacher, Region D

"This course has caused me to revise many of my teaching strategies."
--a 3rd grade teacher, Region C

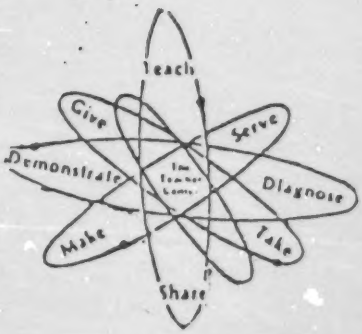
"Informal, functional, practical and interesting! "
--7th Consumer Ed., A

"My children enjoy writing much more now; I know that I do."
--first grade teacher, Region A

"This is the first course that sought to explain the writing process and draw parallels between written and spoken language." Jr. Hi.Social Studies teacher, Region D

"I've gotten a whole new outlook on the relationship between oral and written communication...If I recommend a course it must be great. ! --6th grade teacher Region C

D.C. TEACHER CENTER
GOING ELEMENTARY SCHOOL
10th and F Streets, N.E.
Washington, D.C. 20002



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*
INTRODUCTION TO BUSINESS
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***
****

3 Undergraduate Credits

Through UDC

This course:

1. Examines and analyzes the basic structure and practices of the business community.
2. Covers the multioperations that are necessary in order to provide more productivity and efficiency in your day-to-day operation.
3. Provides an opportunity to discuss time and task problems and makes suggestions for an effective management system.
4. Considers the impact of the business community on the economic, political and social environment.

WHEN: October 18 through December 22, 1983
Tuesdays and Thursdays
5:30 - 7:30p.m.

WHY: Because you asked for it.

WHERE: D. C. Teacher Center
See address above

WHO: Paraprofessionals and other interested persons.

Call and register today!!!! 727-5362, 63 or 64

BEST COPY AVAILABLE

Registration fee: $10.00

Undergraduate Credit: $123.00

Midgram

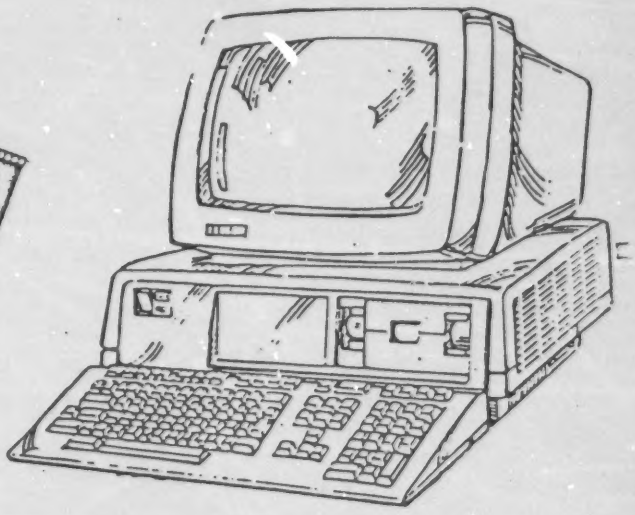
The D. C. Teacher Center
Goding Elementary School
10th & F Streets, N. E.
Washington, D. C. 20002

is sponsoring
The Third

PARAPROFESSIONALS' CONFERENCE

May 31 & June 1, 1984
8:00a.m.-4:30p.m. (daily)
at the

Skyline Inn
S. Capitol and I Streets, S.W.
Washington, D. C.



FOCUS: The thrust of the Paraprofessionals' Conference is to create a forum for presentations, thought provoking dialogue toward understanding self, and the changing trends in the business world. The conference promotes improved human relations and job awareness thereby enhancing productivity.

Tentative Workshops*

Introduction to Word Processing
Creative Supervision
Improving Human Relations
Office Decorum
Business Writing Skills
Physical Fitness and Health
Preparing for an Interview
Introduction to Computer Systems
Finacial Planning
Single Parenting
Guest Speakers
More! More! More! More! More! More!

*Workshops may change depending on the availability of the presenters.

****

Registration Fee: $20.00 (includes Lunch, Coffee Breaks & handouts)

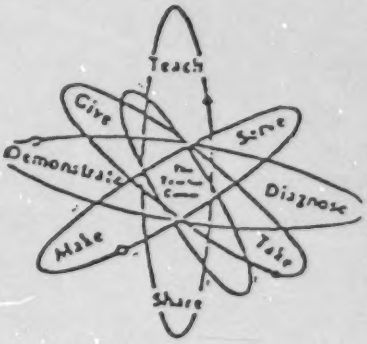
Call now to register 727-5362, 63 or 64 **Call by Wednesday May, 23rd**

BEST COPY AVAILABLE

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and P Streets, N.E.
Washington, D.C. 20002

CALLIGRAPHY

This course provides teachers with an opportunity to develop and/or enhance skills needed to effectively teach and incorporate the basic principles of Italic handwriting as an art form into various topics in art, calligraphy, and mathematics in relationship to the environment and everyday life. Information on the process of incorporating calligraphy into any discipline will also be covered.



DATE: JANUARY 24 - MAY 14

TIME: 4:00 - 7:00p.m. Tuesdays

INSTRUCTOR: Patricia Stocks

FEE: $20.00 (Materials and Supplies)

3 Recertification Credits

---

and Return to

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and P Streets, N.E.
Washington, D.C. 20002

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

m interested in taking Calligraphy

ame _____ SCHOOL _____

RESS _____ PHONE: _____ HOME _____ SCHOOL

_____

727-5362
Register Today

BEST COPY AVAILABLE

APPENDIX D

SUMMARY OF TEACHER CENTER COURSE
PARTICIPATION BY CATEGORIES
(STUDENTS, TEACHERS, ADMINISTRATORS)

Participation of D. C. public schools, students and/or teachers, administrators, [redacted] 1984

Date	Number of Students	Number of Teachers	Number of Administrators	Type of Activity
[redacted]/83		2	1	Internship
9/8/83		4	2	Calligraphy for Classroom Teachers
9/19/83		36	1	Perceptual Behaviors and Educational Processes (c)
[redacted]9/83		150	4	Computer Literacy for DCPS Personnel (c)
[redacted]9/83		30	2	Introduction to Computer Programming (c)
9/20/83		13	2	Mini-Seminar for Teachers of Mathematics (c)
9/27/83		2	1	Language Arts
[redacted]1/83	3	3	0	CPR (c)
[redacted]4/83		12	2	Proposal Writing (c)
10/19/83		110	4	Test Taking Skills (Seminar)
[redacted]22/83	35	1	1	Getting Ready for College SAT/Financial Aid Test Taking Skill
[redacted]24/83		31	2	Proposal Writing (w)
11/2/83	65	3	4	College Preparation Teacher Education
[redacted]14/83		40	1	Teacher Center Awareness
[redacted]14/83		16	1	Dial-A-Teacher Service
11/16/83(am)	200	20	2	American Education Assembly Program "Getting Rid of Test Jitters"
11/16/83(pm)		40	1	Stress Awareness
[redacted]17/83		15	1	Environmental Learning In Special Education
[redacted]22/83		9	4	Policy Board Meeting
11/30/83		30	5	"Testing Wiseness with Record Keeping"
[redacted]1/83		30	2	Leadership Development (w)

Participation of D. C. public schools, students and/or teachers, administrators, [illegible] 1984

Date	Number of Students	Number of Teachers	Number of Administrators	Type of Activity
[illegible]5/83		20	2	Stress Management (Seminar)
[illegible]8/83		34	2	Academic Learning Time (w)
12/12/83	35	490	15	Open House
[illegible]15/83		75	6	Stress Management Business Department Meeting (w)
[illegible]20/83	40		3	Reading is Fundamental (w)
1/16/84		15	2	Computer Literacy for DCPS Personnel (c)
[illegible]7/84		60	3	Introduction to Computer Programming (c)
[illegible]8/84		50	2	Computer Literacy for DCPS Personnel (c)
1/19/84		27	1	Computer Literacy for DCPS Personnel (c)
[illegible]3/84		18	1	Computer Literacy for DCPS Personnel (c)
1/24/84		35	2	Calligraphy for Classroom Teachers (c)
[illegible]0/84		16	1	Physical Fitness (c)
[illegible]/84		11	2	The Principalship (Masters' Program) (c)
2/7/84		10	2	Teaching Algebra Through Content Area (c)
2/[illegible]8/84		30	60	Coping with Stress (w)
[illegible]1/84		11	3	Policy Board Meeting
2/22/84	350	25	10	Black History Program
[illegible]3/84	100	31	2	Math Counts Contest
[illegible]9/84		25	1	Stress Management
[illegible]/3/84		48	12	Mini-Conference Foreign Language
[illegible]3/84		14	1	Using Educational Research for Effective Classroom Practices

Participation of Community Members, Parents and Paraprofessionals, FY 1984

Date	Number of Participants Others	Describe the Activity
11/7-8/83	300 Community Persons Women In Government	Stress Prevention Workshop given for Women in Government Programs at the D.C. Covention Center
11/18/83	12 Parents	Mini-Workshop for Parents in Reading/ Mathematics
11/1/83	30 Food Services Managers	Techniques in Management (w)
12/8/83	37 Food Services Managers	Techniques in Management (w)
12/20/83	15 Parents	Parent Stress Workshop
1/3/84	45 Parents	Environmental Learning (w)
1/26/84 2/7-9/84	120 Paraprofessional	Staff Development Activity for Clerical and Administrative Support Staff
5/11/84	60 Parent	Stress Management for Parents
6/ /84 thru 6/27/84	120 Managers of Food Services	Technical and Report Writing

APPENDIX E

SUMMARY OF TEACHER CENTER
PRESENTATION EVALUATIONS
(TEACHERS, PARAPROFESSIONALS, PARENTS)

SUMMARY OF RATINGS COMPLETED - TEACHER CENTER PARTICIPANTS (TEACHERS) SY 1983-84
NUMBER OF RESPONDENTS = 445

a. The manner in which the information was presented was:

5 Exciting — 1 Dull

b. The clarity of the presentation was:

5 Very Clear — 1 Difficult to Understand

c. The value of the presentation to me was:

5 Extremely Useful — 1 Practically Useless

d. The presentation brought about, maintained or increased my interest in the topic:

5 Very Much — 1 Not At All

e. The presentation objectives were met:

5 Very Much — 1 Not At All

Item	(5) Excellent No.	Pct.	(4) Good No.	Pct.	(3) Average No.	Pct.	(2) Fair No.	Pct.	(1) Poor No.	Pct.	(0) No Response No.	Pct.	Total No.	Pct.	Mean
A	339	76.2	87	19.6	14	3.1	2	0.4	0	0.0	3	0.7	445	100.0	4.73
B	393	88.3	36	8.1	11	2.5	1	0.4	0	0.0	4	0.9	445	100.0	4.86
C	338	76.0	82	18.4	18	4.0	3	0.7	0	0.0	4	0.9	445	100.0	4.71
D	340	76.4	79	17.8	17	3.8	4	0.9	1	0.2	4	0.9	445	100.0	4.71
E	349	78.4	73	16.4	16	3.6	1	0.2	0	0.0	6	1.3	445	100.0	4.75
Total	1759	79.1	357	16.0	76	3.4	11	0.5	1	0.0	21	0.9	2225	100.0	4.75

SUMMARY OF RATINGS COMPLETED - TEACHER CENTER PARAPROFESSIONALS, 1983-84
NUMBER OF RESPONDENTS = 247

a. The manner in which the information was presented was:

5 Exciting — 1 Dull

b. The clarity of the presentation was:

5 Very Clear — 1 Difficult to Understand

c. The value of the presentation to me was:

5 Extremely Useful — 1 Practically Useless

d. The presentation brought about, maintained or increased my interest in the topic:

5 Very Much — 1 Not At All

e. The presentation objectives were met:

5 Very Much — 1 Not At All

- 54 -

Item	(5) Excellent No.	Pct.	(4) Good No.	Pct.	(3) Average No.	Pct.	(2) Fair No.	Pct.	(1) Poor No.	Pct.	(0) No Response No.	Pct.	Total No.	Pct.	Mean
A	170	68.8	51	20.6	17	6.9	3	1.2	4	1.6	2	0.8	247	100.0	4.55
B	203	82.2	24	9.7	17	6.9	2	0.8	1	0.4	0	0.0	247	100.0	4.72
C	182	73.7	45	18.2	14	5.7	5	2.0	1	0.4	0	0.0	247	100.0	4.63
D	174	70.4	51	20.6	13	5.3	7	2.8	1	0.4	1	0.4	247	100.0	4.59
E	181	73.3	48	19.4	13	5.3	5	2.0	0	0.0	0	0.0	247	100.0	4.64
Total	910	73.7	219	17.7	74	6.0	22	1.8	7	0.6	3	0.2	1235	100.0	4.63

SUMMARY OF RATINGS COMPLETED - TEACHER CENTER PARENTS, 1983-84
NUMBER OF RESPONDENTS = 13

a. The manner in which the information was presented was:

5 Exciting — 1 Dull

b. The clarity of the presentation was:

5 Very Clear — 1 Difficult to Understand

c. The value of the presentation to me was:

5 Extremely Useful — 1 Practically Useless

d. The presentation brought about, maintained or increased my interest in the topic:

5 Very Much — 1 Not At All

e. The presentation objectives were met:

5 Very Much — 1 Not At All

Item	(5) Excellent No.	Pct.	(4) Good No.	Pct.	(3) Average No.	Pct.	(2) Fair No.	Pct.	(1) Poor No.	Pct.	(0) No Response No.	Pct.	Total No.	Pct.	Mean
A	9	69.2	3	23.1	0	0.0	1	7.7	0	0.0	0	0.0	13	100.0	4.54
B	9	69.2	4	30.8	0	0.0	0	0.0	0	0.0	0	0.0	13	100.0	4.69
C	9	69.2	3	23.1	0	0.0	1	7.7	0	0.0	0	0.0	13	100.0	4.54
D	10	76.9	2	15.4	0	0.0	1	7.7	0	0.0	0	0.0	13	100.0	4.62
E	11	84.6	0	0.04	2	15.4	0	0.0	0	0.0	0	0.0	13	100.0	4.69
Total	48	73.8	12	18.5	2	3.1	3	4.6	0	0.0	0	0.0	65	100.0	4.62

APPENDIX F

TEACHER QUESTIONNAIRE ON USE OF THE
TEACHER CENTER FACILITIES AND
SUMMARY OF QUESTION 1

Teacher Center

Teacher Questionnaire

We would like to know your opinion about the facilities, staff development and graduate courses provided by the Teacher Center in 1982-83 and 1983-84. If you have participated in these activities in the 1982-83 and/or 1983-84 school years, please respond to the questions below to the best of your ability. Your coorperation is greatly appreciated.

1. Indicate with a check ( ) the facilities and services which you have used, specify the approximate number of times used per month, and on the scale provided, rate your level of satisfaction with the ones which you have used.

Facilities and Support-Services	Frequency of Use	Level of Satisfaction (High Degree 5 4 3 2 1 Low Degree)
☐ Xeroxing	_____	
☐ duplicating	_____	
☐ personal conferencing	_____	
☐ meeting	_____	
☐ library	_____	
☐ materials	_____	
☐ others: (specify)		
(i) _____	_____	
(ii) _____	_____	
(iii) _____	_____	

2.

	(a) Indicate the Type of Credit Acquired	(b) Indicate How Many Credits
graduate credit	_____	_____
recertification credit	_____	_____
other (specify) _____	_____	_____

c. Are you working towards a degree? ☐ Yes ☐ No

If yes, specify degree: _____

d. Have you received a degree since participating in Teacher Center activities?

|___| Yes |___| No

If yes, specify degree: _____

3. Have you used the skills, ideas or knowledge derived from your participation in staff development activities and graduate courses at the Teacher Center?

|___| Yes |___| No

If your response to question 3 is "yes", go to question 4; If "no", go to question 5.

4. On the scale provided, rate the degree to which your participation in staff development activities and graduate courses improved your skill or knowledge in the areas specified. If the area specified was not an outcome of the activities, check the column on the scale that is designated "Not Applicable."

	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
a. Approaches used in individualizing instruction						
b. Approaches used in responding to individual differences, needs and interests						
c. Classroom management						
d. Behavior management						
e. Instructional methodology						
f. The content of instruction						
g. Classroom intellectual environment						
h. Classroom social environment						
i. Classroom physical environment or atmosphere						
j. Level of student involvement						
k. Amount of time spent on task by students						
l. Effective use of my classroom time						

	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
m. Utilization of research information						
n. Attitude towards teaching						
o. Attitude towards students as learners						
p. Leadership skills						
q. Approaches to team work and cooperation with other teachers						
r. Morale as a teacher						
s. Motivation to work with students						
t. Student level of academic functioning						
u. Other areas (identify below and rate on scale) (i) _____						
(ii) _____						
(iii) _____						

5. If you have not used any of skills or knowledge derived from participating in staff development activities and graduate courses, please explain.

_____

_____

6. To what degree did your participation in the staff development activities and graduate courses lead to satisfaction in the areas listed below?

	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
a. personal growth						
b. professional growth						
c. myself as a teacher						
d. the teaching/learning process in my class(es).						

Thank You

TEACHER QUESTIONNAIRE - SUMMARY OF RESPONSES TO QUESTION #1
N = 93

1. Indicate with a check ( ) the facilities and services which you have used, specify the approximate number of items used per month, and on the scale provided, rate your level of satisfaction with the ones which you have used.

Facilities and Support-Services	TIMES PER MONTH USED																		Not Applicable		Total Usage Persons		Total Usage Facilities	
	6+			5			4			3			2			1								
	#	%	Total	#	%	Total	#	%	Total	#	%	Total	#	%	Total	#	%	Total	#	%	#	%	#	%
a. Xeroxing	10	18.5	60	2	3.7	10	6	11.1	24	5	9.3	15	4	7.4	8	22	40.7	22	5	9.3	54	30.9	139	35.6
b. Duplicating	2	5.4	12	2	5.4	10	3	8.1	12	5	13.5	15	9	24.3	18	11	29.7	11	5	13.5	37	21.1	78	19.9
c. Personal Conferencing	1	2.9	6	2	5.7	10	2	5.7	8	7	20.0	21	3	8.6	6	18	51.4	18	2	5.7	35	20.0	69	17.6
d. Meeting	2	11.1	12	0	0	0	1	5.6	4	2	11.1	6	2	11.1	4	8	44.4	8	3	16.7	18	10.3	34	8.7
e. Library	0	0	0	0	0	0	1	9.1	4	0	0	0	3	27.3	6	5	45.5	5	2	18.2	11	6.3	15	3.8
f. Materials	2	11.8	12	1	5.9	5	2	11.8	8	2	11.8	6	2	11.8	4	5	29.4	5	3	17.6	17	9.7	40	10.2
g. Others	2	66.7	12	0	0	0	1	33.1	4	0	0	0	0	0	0	0	0	0	0	0	3	1.7	16	4.1
Total	19	10.9	114	7	4.0	35	16	9.1	64	21	12.0	63	23	13.1	46	69	39.4	69	20	11.4	175	100	391	99.9

LEVEL OF SATISFACTION

Item	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
A	42	42.2	11	11.8	1	1.1	4	4.3	2	2.2	33	35.5	93	100.0	4.35
B	33	35.5	8	8.6	1	1.1	1	1.1	2	2.2	48	51.6	93	100.0	4.53
C	31	33.3	5	5.4	2	2.2	1	1.1	1	1.1	53	57.0	93	100.0	4.60
D	18	19.4	3	3.2	1	1.1	1	1.1	1	1.1	69	74.2	93	100.0	4.50
E	10	10.8	7	7.5	3	3.2	0	0.0	1	1.1	72	77.4	93	100.0	4.19
F	17	18.3	4	4.3	2	2.2	0	0.0	1	1.1	69	74.2	93	100.0	4.50
Total	151	27.1	38	6.8	10	1.8	7	1.3	8	1.4	344	61.6	558	100.0	4.48

APPENDIX G

SUMMARY OF A SAMPLE OF
DIAL-A-TEACHER CALLS

Summary of Information Submitted on a Sample of Calls to the Dial-a-Teacher Program at the Teacher Center

Number of Calls 54 Number of Schools 33	Average Calls Per School 1.5 Range of Calls Per School 1-4

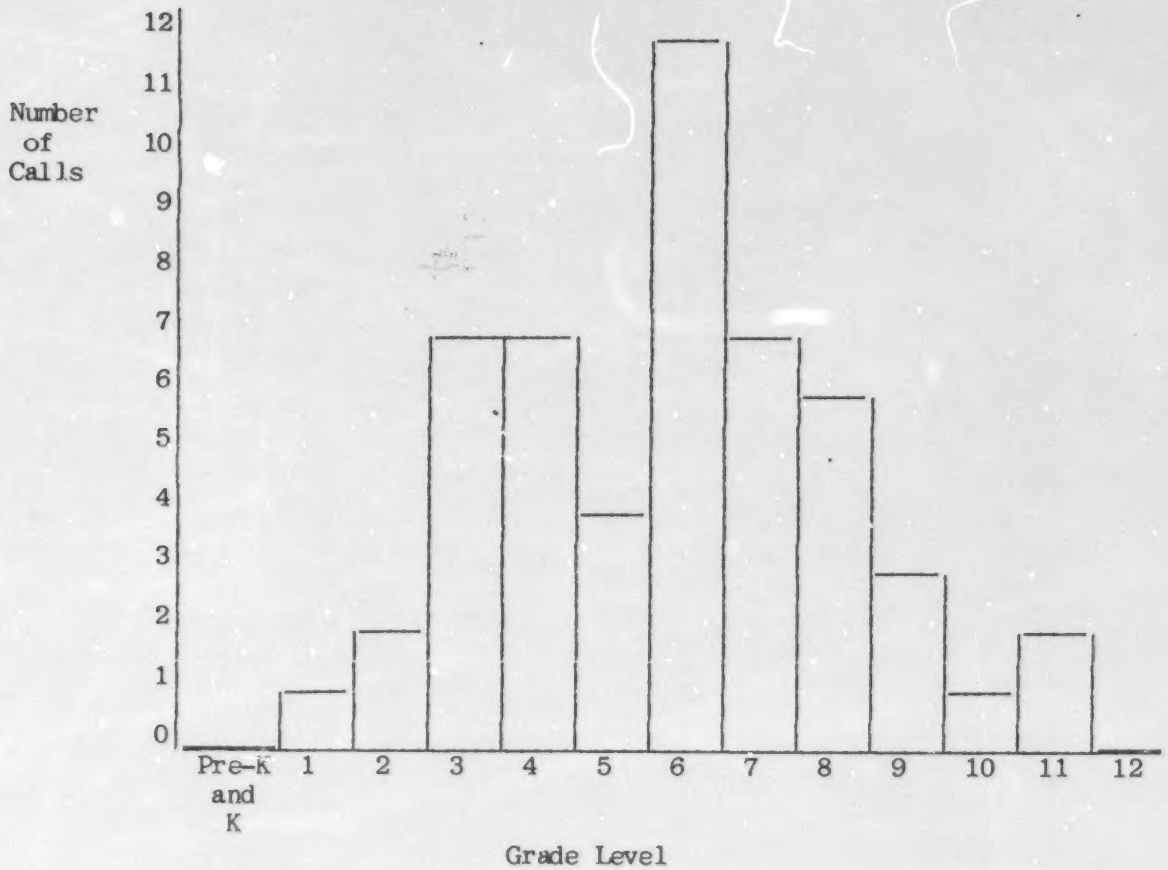
Regions Represented

	A	B	C	D	Career Development	School Name Unreported	Total
Total Schools	10	9	9	4	1	-	33
Total Calls	17	10	18	5	1	3	54

Grade Levels Represented

Grade	Pre-K K	1	2	3	4	5	6	7	8	9	10	11	12	Grade Level Unreported	Total
Calls	0	1	2	7	7	4	12	7	6	3	1	2	0	3	55*

* One call involved students from two grade levels.



Days Sampled
20 different days between 11/15/83 and 4/8/84

TIME CALL WAS PLACED

4:00-4:14 PM - 5	5:30-5:44 PM - 3
4:15-4:29 PM - 5	5:45-5:59 PM - 6
4:30-4:44 PM - 5	6:00-6:14 PM - 3
4:45-4:59 PM - 7	6:15-6:29 PM - 3
5:00-5:14 PM - 3	6:30-6:44 PM - 7
5:15-5:29 PM - 4	6:45-6:59 PM - 3

DURATION OF CALLS IN MINUTES

Range - 1 to 50 Mean - 8.7

CONTENT AREAS

	#	%	
Math Concepts	20	28.6	
Math Computation	20	28.6	
Algebra	6	8.6	
Geometry	3	4.3	
Other Math Skills	1	1.4	Total Math 50 = 71.4%
English	3	4.3	
Reading Comprehension	2	2.9	
Reading Vocabulary	1	1.4	
Phonics	1	1.4	
Science	2	2.9	
Health	1	1.4	
Social Studies	3	4.3	
Current Events	1	1.4	
Typing	1	1.4	
Other			
Information on Tutoring	4	5.7	
Information on Dial-a-Teacher	1	1.4	
Total	70	100	

CALLER
N = 57*

Number of Children	Percent	Number of Parents	Percent
42	74%	15	26%

* Some calls were from both

SAMPLE REQUESTS

Reciprocal division of fractions

Information on Volcanoes

Multiplication Tables

How to index

Square roots and radicals

Metric Conversion

Subject and verb

Division with two digits

APPENDIX H

SUMMARY OF TEACHER QUESTIONNAIRE
RESPONSES CONCERNING IMPLEMENTATION,
SATISFACTION AND IMPROVEMENT

Summary of Teacher Questionnaire Responses

1. Teacher's Name

2a. Indicate the type of credits earned.

Graduate		Recertification		Other		No Response		Total	
#	%	#	%	#	%	#	%	#	%
31	36.5	48	56.5	1	1.2	5	5.9	85	100.1

2b. Indicate the number of credits earned.

	19-20+		16-18		13-15		10-12		7-9		4-6		1-3		Total		Type
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Graduate	2	6.5	0	-	0	-	2	6.5	1	3.2	10	32.3	16	51.6	31	100.1	36.5
Recertification	0	-	0	-	1	2.5	3	7.5	1	2.5	10	25.0	25	62.5	40	100	47.1
Other or No Respnse															14		16.5
Totals	2	2.8	0	-	1	1.4	5	7.0	2	2.8	20	28.2	41	57.7	85 71	99.9	100.1

2c. Are you working toward a degree?

Yes		No		No Response		Total	
#	%	#	%	#	%	#	%
3	4.2	62	87.3	6	8.5	71	100

2d. Have you received a degree since participating in the Teacher Center?

Masters		Other		No Response		Total	
#	%	#	%	#	%	#	%
2	2.8	1	1.4	68	95.8	71	100

3. Have you used the skills, ideas or knowledge derived from your participation in staff development activities and graduate courses at the Teacher Center?

Yes		No		NR		Total	
#	%	#	%	#	%	#	%
53	74.6	16	22.5	2	2.8	71	99.9

4. To what degree did your participation in the staff development activities and graduate courses lead to satisfaction in the areas listed below?*

	High Degree 5	4	3	2	Low Degree 1	Not Applicable 0
a. Personal growth						
b. Professional growth						
c. Myself as a teacher						
d. The Teaching/learning process in my class(es).						

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* See next page for data summary.

Item*	(5) High Degree No.	Pct.	(4) No.	Pct.	(3) No.	Pct.	(2) No.	Pct.	(1) Low Degree No.	Pct.	(0) Not Applicable or No Response No.	Pct.	Total No.	Pct.	Mean
a	46	65.7	16	22.9	1	1.4	0	0.0	0	0.0	7	10.0	70	100.0	4.71
b	46	65.7	16	22.9	1	1.4	0	0.0	0	0.0	7	10.0	70	100.0	4.71
c	43	61.4	16	22.9	3	4.3	0	0.0	0	0.0	8	11.4	70	100.0	4.65
d	36	51.4	16	22.9	3	4.3	0	0.0	0	0.0	15	21.4	70	100.0	4.60
Totals:	171	61.1	64	22.9	8	2.9	0	0.0	0	0.0	37	13.2	280	100.0	4.67

* See a, b, c and d, previous page.

4. On the scale provided, rate the degree to which your participation in staff development activities and graduate courses improved your skill or knowledge in the areas specified. If the area specified was not an outcome of the activities, check the column on the scale that is designated "Not Applicable."*

a. Approaches used in individualizing instruction

b. Approaches used in responding to individual differences, needs and interests

c. Classroom management

d. Behavior management

e. Instructional methodology

f. The content of instruction

g. Clasroom intellectual environment

h. Classroom social environment

i. Classroom physical environment or atmosphere

j. Level of student involvement

k. Amount of time spent on task by students

l. Effective use of my classroom time

m. Utilization of research information

n. Attitude towards teaching

o. Attitude towards students as learners

p. Leadership skills

q. Approaches to team work and cooperation with other teachers

r. Morale as a teacher

s. Motivation to work with students

t. Student level of academic functioning

* See next page for data summary.

Item*	(5) High Degree No.	Pct.	(4) No.	Pct.	(3) No.	Pct.	(2) No.	Pct.	(1) Low Degree No.	Pct.	(0) Not Applicable or No Response No.	Pct.	Total No.	Pct.	Mean
a	26	36.6	17	23.9	6	8.5	1	1.4	1	1.4	20	28.2	71	100.0	4.29
b	27	38.0	18	25.4	4	5.6	0	0.0	0	0.0	22	31.0	71	100.0	4.47
c	22	31.0	17	23.9	5	7.0	1	1.4	1	1.4	25	35.2	71	100.0	4.26
d	20	28.2	12	16.9	6	8.5	2	2.8	1	1.4	30	42.3	71	100.0	4.17
e	20	28.2	15	21.1	4	5.6	1	1.4	0	0.0	31	43.7	71	100.0	4.35
f	25	35.2	14	19.7	3	4.2	0	0.0	2	2.8	27	38.0	71	100.0	4.36
g	16	22.5	19	26.8	5	7.0	1	1.4	1	1.4	29	40.8	71	100.0	4.14
h	24	33.8	12	16.9	5	7.0	1	1.4	1	1.4	28	39.4	71	100.0	4.33
i	20	28.2	17	23.9	7	9.9	0	0.0	1	1.4	26	36.6	71	100.0	4.22
j	25	35.2	11	15.5	6	8.5	2	2.8	0	0.0	27	38.0	71	100.0	4.34
k	24	33.8	17	23.9	4	5.6	0	0.0	1	1.4	25	35.2	71	100.0	4.37
l	20	28.2	16	22.5	7	9.9	1	1.4	1	1.4	26	36.6	71	100.0	4.18
m	21	29.6	14	19.7	8	11.3	0	0.0	2	2.8	26	36.6	71	100.0	4.16
n	30	42.3	14	19.7	2	2.8	0	0.0	1	1.4	24	33.8	71	100.0	4.53
o	27	38.0	20	28.2	1	1.4	1	1.4	0	0.0	22	31.0	71	100.0	4.49
p	25	35.2	13	18.3	4	5.6	1	1.4	0	0.0	28	39.4	71	100.0	4.44
q	28	39.4	13	18.3	5	7.0	1	1.4	1	1.4	23	32.4	71	100.0	4.37
r	36	50.7	10	14.1	3	4.2	0	0.0	0	0.0	22	31.0	71	100.0	4.67
s	30	42.3	14	19.7	3	4.2	0	0.0	0	0.0	24	33.8	71	100.0	4.57
t	19	26.8	19	26.8	5	7.0	1	1.4	2	2.8	25	35.2	71	100.0	4.13
TOTAL	485	34.2	302	21.3	93	6.5	14	1.0	16	1.1	510	35.9	1420	100.0	4.35

* See previous page for descriptions of Items a - t.